



Headteacher Sir Peter Hall School Candidate Information Pack



Letter from CEO

Dear Applicant,

This is an exciting opportunity to join our trust at a time when we are making considerable investment in achieving 'excellence' in all we do. We truly believe 'excellence' is not just a noun but a habit and we are embedding this in our cultural development.

We have ambitious plans for our trust. We are aspiring to 'Make Remarkable Change Happen' in the next few years and have set out:

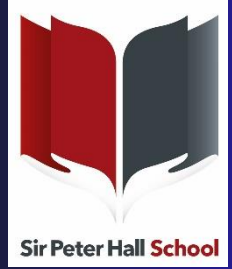
- Through geographical hubs of like-minded schools, a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.
- To achieve the highest standards of education in its primary, secondary, and special schools.
- All trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.

So, if you are interested in joining our team of incredible colleagues in networks across our schools and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Georgina Ellis, Executive Director of Education (SEND) on gellis@unitysp.co.uk or calling 07826 068941, to arrange a tour and an informal discussion.

We look forward to hearing from you.

Best wishes

Tim Coulson
Chief Executive, Unity Schools Partnership



Our Aims, Ethos & Values

‘Through challenges to the stars’

Our ambition is to unlock the potential of all children because every young life is special: open to possibility, gifted with the potential to change the world for the better. We have high expectations of all students and believe, with the right support, every student can succeed at Sir Peter Hall, be able to contribute to society and live healthy and fulfilled lives.

Our School STAR Values

Success: We strive to be the best that we can be – understanding ourselves and our unique contribution to our community. We produce the best work that we can so that we feel proud of ourselves. We are committed to equality and understand and value diversity – success for all.

Teamwork: We understand that we will achieve more together than we can alone. We value kindness and build trust. We are honest with ourselves and each other fostering mutual respect.

Aspiration: We respect and develop ourselves, our community and our environment. We champion the potential in everyone. We work towards leading healthy and fulfilled lives.

Resilience: We keep trying, even when things are hard. We learn from our mistakes and believe we can improve. We know how to handle stressful situations.

For more information about the school, please visit
www.sphschool.org

For more information about the Trust, please visit
www.unitysp.co.uk

Structure of the Trust

Leadership Trustees

We have a talented group of trustees representing a variety of sectors who steer our vision and direction with thought, business acumen and a commitment to the Trust's core values.

Our Local Governing Bodies

Governors focus on the quality of education and the curriculum to ensure that every child is receiving a broad and balanced education, improving outcomes for all pupils, and wider community engagement.

Executive Team



Tim Coulson
CEO



Sarah Garner
Deputy CEO &
Director of Finance



Stephen Astley
Executive Director
of Education
(Secondary)



George Ellis
Executive Director
of Education
(SEND)



Darren Woodward
Executive Director of
Education (Primary)



Angela Bull
Director of HR



Lucie Calow
Director of Education
(SEND)



Gemma Frost
Director of
Primary Education



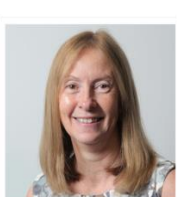
Matthew Fuller
Director of
Primary Education



Toni Kittle
Director of Primary
Education



Rachel O'Halleron
Director of Unity
Institute



Rosemary Prince
Director of
Secondary Education



Andy Samways
Director of Teaching
School Hub and
Research School



Debbie Willson
Director of
Operations

School Improvement Education Leads and Advisors

We have a high-quality group of school improvement leads and advisors who deliver our package of school improvement support for schools including primary and secondary specialists, SEN advisors, a pupil premium advisor and a Data Manager. Our advisors work closely with our school and trust leaders in partnership throughout the year.

Headteachers

Our Headteachers are a crucial part of our School Improvement Team. There is a significant amount of school to school partnership work that has great impact across our schools from across school leadership models and moderation. Schools find the advantages of working with a supportive peer group of successful heads a valuable asset of being part of our trust. Heads share expertise and support colleagues, which we value greatly.



*“Making remarkable
change happen”*



We are Unity

*– Characterised by ethical leadership and ambition
for improvement at pace –*

Unity Schools Partnership is a family of 33 schools—9 secondary (including 5 sixth forms), 19 primary and 5 special schools, located predominantly in Suffolk, but also on the Essex, Norfolk and Cambridgeshire borders as well as Romford in East London.

We share the same values and face similar issues, while providing a close network of support and challenge. We recognise the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures. We are committed to a partnership that respects, sustains, and supports.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that communities must develop and grow to become sustainable. Our model is about creating interdependence – schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

We all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special – open to possibility, gifted with the potential to change the world for the better. Our ambition is to unlock the potential of all children, remove the barriers that limit aspiration and ensure that all our children succeed.

We will work with schools that can subscribe to these values and who are prepared to take responsibility and share resources with others. This approach is already improving the life chances of pupils in primary, special and secondary schools throughout the trust.

INTEGRITY

INCLUSION

KINDNESS

Why be part of the Unity team?



At Unity Schools Partnership our objective is to smash through barriers to make remarkable change happen. We pride ourselves on being an educational organisation that puts children first, going the extra mile for the vulnerable and disadvantaged, and every one of us has an impact on unlocking our pupils' potential. We are committed to providing a working environment where our employees can grow and thrive. We value collaboration, wellbeing, diversity, equality and work-life balance. Throughout our diverse family of schools and within our vibrant central hub we nurture talent, whether you are at the beginning of your career or looking to grow your expertise. With a plethora of business support and school-based roles, we have something for pretty much everyone. You bring the talent, we'll provide the career. Be part of the team and make remarkable change happen.

PERSONAL & PROFESSIONAL GROWTH

We recognise the importance of providing professional development opportunities and support you with a CPD programme to equip you for now and your next steps. Our aim is to retain your talent and so we actively encourage and facilitate movement within the Trust. In fact, 67% of our executive team comes from internal promotions and we have enabled a number of staff to follow their passions and embark on a new career within the Trust. From apprenticeships to leadership training, we offer open doors, not glass ceilings.

MEANINGFUL WORK THAT MAKES A REAL CONTRIBUTION

All roles within the Trust contribute towards ensuring our pupils receive the education they deserve so they can achieve their potential. We rely on our teams to take the initiative to make things better, to work smarter, to collaborate within teams and across teams to be the best we can be, so our pupils can be the best they can be. We facilitate collaborative working across schools and multi-disciplinary projects to share best practice and maximise our skills, talent and knowledge sharing.

WELLBEING & SAFEGUARDING

Of course, as an educational organisation, safeguarding is front and centre of what we do. But our care extends to our employees too. We value every member of staff as a person in their own right - everyone needs support in different ways and at different points in their lives. We have invested in wellbeing systems to ensure you get the right support at the right time and whenever you need it.

FAIRNESS & FLEXIBILITY MATTERS

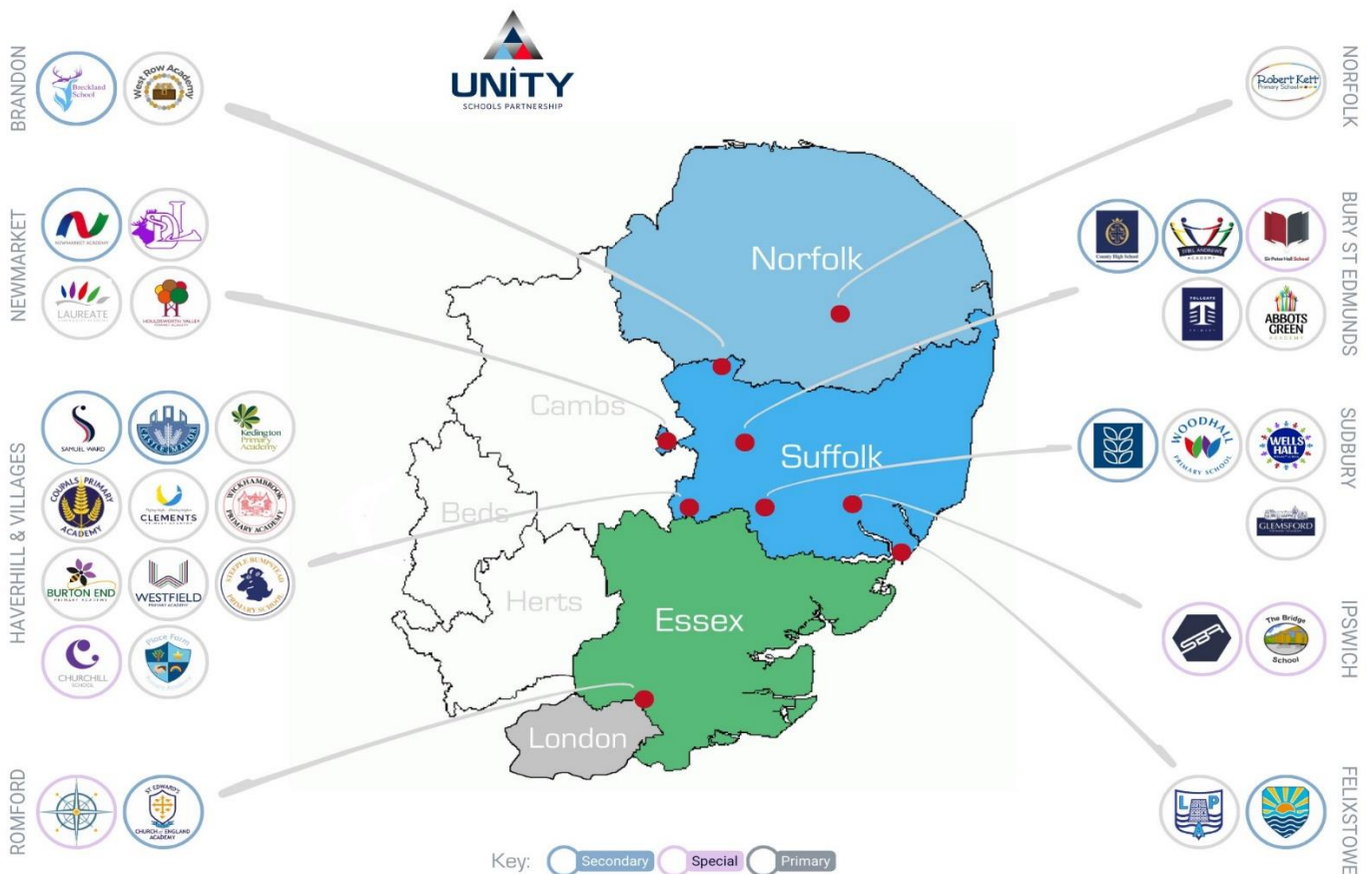
We pride ourselves on being fully committed to equality and diversity best practice. We follow Teachers' Pay and Local Government pay scales for fair compensation and transparency. Our benefits package includes final/average salary pensions, wellbeing service, an employee assistance programme, cycle to work scheme, flu vouchers and EV leasing. In addition, we recognise the need for and benefits of flexible working and hybrid working and are pleased to offer these where appropriate for the job role.



Work with us • Learn with us • Grow with us

www.unitysp.co.uk

Our Schools



Drawing on research findings from the Education Endowment Foundation and leading educational thinkers, our work supports schools in bridging the gap between research and practice. We provide evidence-informed CPD, share valuable messages and signpost the 'best bets' of research to promote classroom practice that is rooted in evidence.

Unity Teaching School Hub in Suffolk is the designated Teaching School Hub for 180 schools within Forest Heath, St Edmundsbury, Mid Suffolk and Suffolk Coastal. We're committed to providing all schools in the area with excellence in professional learning from Initial Teacher Training through to Executive Leadership, via the Early Career Framework and the National Professional Qualifications. Unity Teaching School Hub aims to grow and nurture great staff, teachers, and leaders, ensuring every pupil, regardless of their background, experiences a great education.



Unity Schools Partnership and our schools are committed to the communities in which we serve, for example our trust wide Happy Sheds initiative provides essential goods and support to families disproportionately affected by the cost-of-living crisis. In addition, our schools work towards a variety of quality marks and net zero environmental initiatives.



Our Curriculum and Pedagogy

We aim for the best practice anywhere in the country led by successful implementation across the trust. Working together, Trust Leadership, Headteachers and the Central Team support each school in the development of their curriculum. We ensure all students, regardless of background, needs and abilities, have access to the same opportunities. Our school improvement team, including our subject advisers, support our schools across phases to drive forward and ensure parity across our academies.

In our special schools our aspiration is for our children to achieve their full potential and make exceptional progress from their starting points. The curriculum will offer both formal and informal learning experiences and we believe an ambitious, well-planned curriculum is essential for not only achieving successful academic outcomes but also in effectively meeting the holistic needs of our learners. The curriculum will provide challenge at all levels, support where needed and be driven by the creative engagement of pupils. As a trust we want there to be sensible, appropriate and proportionate links to our mainstream primary and secondary curriculums. As our successful candidate you will be experienced and talented in navigating that balance so that overall outcomes for pupils are exceptional.

In our secondary schools, at the core of our curriculum is a belief that the English Baccalaureate (English, Maths, Science, History or Geography and a language) provides the best range of experiences for the majority of learners, and that achieving well in these subjects will enable them to access more skilled employment and further education. Therefore, our schools encourage a high level of participation in EBacc subjects, as this ensures that students keep their options open for the next steps of their education and have a solid foundation of academic knowledge for a life-long love of learning. Under the direction of our Secondary Director, our trust subject leaders support core subject to lead on the design of curriculum provision and resources for English, Maths, MFL and Science across Key Stage 3, Key Stage 4, and Key Stage 5. This includes the monitoring, evaluation and review of standards and provision within departments across each of our schools. The subject leaders support schools to improve teaching and learning and the academic success of all pupils, ensuring the highest standards of teaching, learning and achievement for all our students.

In our primary schools, we use the CUSP curriculum developed by our trust primary adviser, Alex Bedford, and our Primary English lead, Lauren Meadows. Our network of schools support each other through sharing resources and our primary subject advisers and specialists are on hand to provide support and share their expertise. Our curriculum is underpinned by evidence, research, and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for. Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills, and deepen knowledge and understanding. Learning, vocabulary, and content is cumulative; content is learned, retrieved, and built upon. In 2023-24 our trust wide project **&iLearn** will introduce iPads for every pupil in years 4-6 to prepare them for an increasingly digital world and provide equitable access to learning in school and out of school. This will integrate with CUSP and facilitate efficient and effective teaching practice so teachers can attend to what matters.

Connected



Our work is built around
|
cognitive load theory
|
principles of instruction
|
evidence informed practice

Cumulative



We believe learning isn't an event
|
It must be
knowledge-rich
|
vocabulary-rich
|
skilful

Coherent



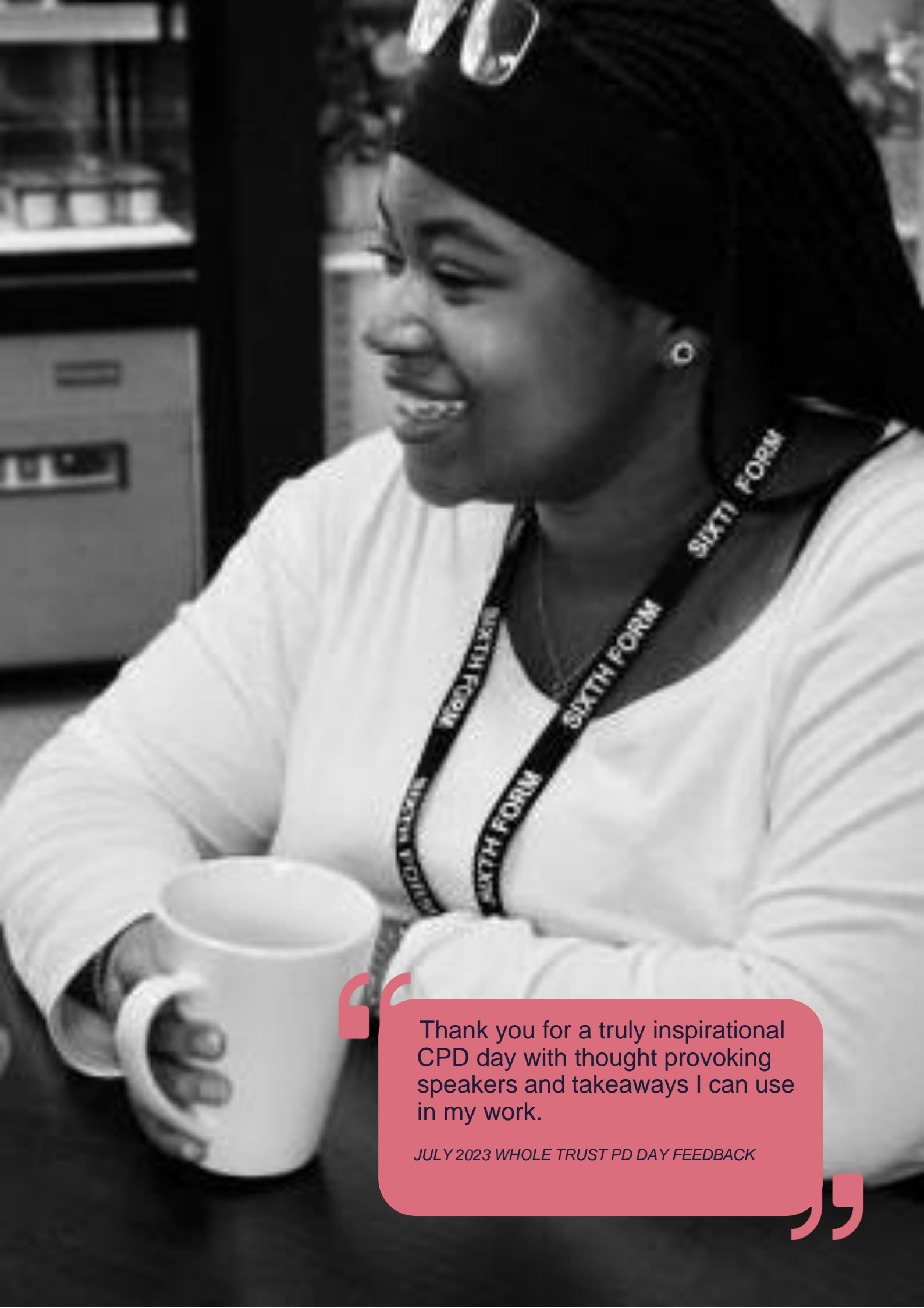
Sequence matters
|
systematically planned
|
explicit instruction
|
supports acquisition of curriculum content

Our Schools

Primary School	Roll	Location	%PP	OFSTED
Abbots Green	568	Bury St Edmunds	13	Good (June 23)
Burton End	453	Haverhill	24	Good (Jan 20)
Clements	264	Haverhill	33	Good (Nov 21)
Colman Infant ** Colman Junior **	420	Norwich		Outstanding (May 2014) Good (May 2023)
Coupals	307	Haverhill	25	Good (Jan 23)
Ditton Lodge	202	Newmarket	13	Good (Nov 21)
Glemsford	226	Glemsford nr Sudbury	19	Good (Apr 23)
Houldsworth Valley	354	Newmarket	28	Good (Oct 19)
Kedington	213	Kedington nr Haverhill	9	Good (Mar 19)
Langer	121	Felixstowe	48	Good with outstanding (Sept 23)
Laureate	248	Newmarket	15	Good (Mar 19)
Place Farm	410	Haverhill	33	Good (Oct 22)
Robert Kett	567	Wymondham, nr Norwich	22	Requires Improvement (Mar 22)*
Steeple Bumpstead	175	Steeple Bumpstead nr Haverhill	13	Good (July 23)
Tollgate	435	Bury St Edmunds	33	Good (Oct 23)
Wells Hall	502	Gt Cornard, Sudbury	19	Good (Oct 21)
West Row	187	Bury St Edmunds	20	Requires Improvement (May 22)*
Westfield	443	Haverhill	23	Good (Feb 19)
Wickhambrook	179	Wickhambrook b/w Newmarket + Haverhill	19	Outstanding (Feb 12)*
Woodhall	409	Sudbury	30	Good (Dec 19)
Secondary Schools	Roll	Location	%PP	OFSTED
Breckland	606	Brandon	26	Good (Nov 22)
Castle Manor	752	Haverhill	28	Good (May 19)
County High	857	Bury St Edmunds	22	Good (Mar 22)
Felixstowe	1244	Felixstowe	24	Requires improvement (Dec 21)
Newmarket	833	Newmarket	23	Good (Jul 23)
Samuel Ward	1180	Haverhill	15	Good (Nov 22)
St Edward's Church of England	738	Romford	27	Good (May 22)
Sybil Andrews	638	Bury St Edmunds	15	Good (Oct 23)
Thomas Gainsborough	1582	Sudbury	19	Good+ (Sep 23)
Special Schools	Roll	Location	%PP	OFSTED
Churchill	70	Haverhill	23	Outstanding (Oct 19)
Sir Bobby Robson	64	Ipswich	68	Good (Jun 23)
Sir Peter Hall	57	Bury St Edmunds	77	Opened Sept 22
The Bridge	182	Ipswich	48	Good (Jun 23)
The Compass	22	Romford	50	Opened Sept 23

*Not yet inspected since joined the trust.

****The Department for Education has issued academy orders for the two schools to join Unity Schools Partnership. Subject to consultation with the community and final conversion work, this is expected to take place on 1 April 2024.**



“

Thank you for a truly inspirational CPD day with thought provoking speakers and takeaways I can use in my work.

JULY 2023 WHOLE TRUST PD DAY FEEDBACK

”

Staff Benefits and Wellbeing

We want to recruit and retain the very best people in their area of expertise. Everyone who works for the trust contributes towards improving outcomes for children in one way or another. Some have a direct influence and some have an indirect influence, but everyone plays their part.

Our primary focus is the children – smashing through barriers and making remarkable change happen. To make this a reality we have to allow teachers to teach and leaders to lead. Every role within the trust supports them and enables them to concentrate on what matters – high-quality teaching and learning for all our pupils.

With that in mind, retaining quality staff and positively affecting their wellbeing is paramount. We want everyone to feel that they are important and valued in their roles, and that the right people have the right opportunities to progress within the trust. We care deeply about inclusive working practices and diverse teams. If you'd prefer to work part-time or as a job-share, we'll facilitate this wherever we can – whether to help you meet other commitments or to help you strike a great work-life balance. We're keen to ensure we're designing an organisation that works for everyone. We are deeply passionate about equal opportunities and celebrating the diversity of our staff. Our Equality, Diversity and Inclusion Group support a number of activities in schools and across the trust which includes celebrating International Women's Day.

We celebrate professional development and career development. We benefit from a well-established Teaching school and access to national experts. We have an active talent management programme to support our staff in their current roles and in their future career within the Trust and beyond. We also offer executive coaching to leaders and executives to assist them with identifying and achieve their professional goals.

The HR department has worked to provide numerous staff benefits, such as Wellbeing Support, Legal Advice Helpline, salary sacrifice electric car schemes, discounted gym membership, Cycle to Work Scheme, Wellbeing 24/7 Help and Advice Line for all family and work aspects. We also offer teacher and local government pension schemes and flexible working.

Work with us. Learn with us. Grow with us.

Staff Benefits and Wellbeing

Staff Wellbeing is prioritised to ensure that all of our colleagues feel valued and supported in the work they do. At Unity Schools Partnership we adhere to the DfE Wellbeing Charter and are pleased to be able to offer a range of employee wellbeing benefits, which include:

- Workload reduction commitment including sharing resources, AI via our MIS, and limited communications outside of normal working hours.
- Staff feel valued and listened to via line management meetings, surveys, professional growth (appraisal) meetings, team meetings and staff forums.
- Discounted gym memberships (dependent on location)
- Lift gym workouts available via TELUS, our employee assistance programme
- Access to 'TELUS' mental health support
- Face to face wellbeing sessions
- Self-care resource pack
- Annual staff wellbeing survey and wellbeing group

Professional Development

The success of our school is built on the dedication of our staff, and we are passionate about promoting professional development and training and are always looking for innovative ways to provide CPD as well as developmental and leadership opportunities for staff.

At the core of this is an extensive CPD offer which caters for the needs of our staff and students in terms of developing subject knowledge, pedagogy and the wider responsibilities that go with serving our community.

Working closely with the Unity Teaching School Hub, we are able to support career progression through our bespoke middle leaders' programme in addition to being able to offer the full range of NPQs.

Key Elements of our CPD offer:

- Instructional Coaching linked to developing pedagogy
- Members of the National College portal
- Professional courses funded via the apprenticeship levy.
- Internal CPD opportunities throughout the academic year
- Strong links with the Unity Teaching School Hub
- Access to NPQs
- Trust wide professional development and wellbeing day
- Trust wide leadership events
- Our Unity Research School provides evidence informed CPD for our staff and neighbouring schools

Unity Schools Partnership has created a subsidiary trading company Unity Schools Partnership Education (UE). Having a separate legal entity that is free to trade independently with other commercial organisations as well as schools, gives scope and opportunities for greater impact and reach within the wider sphere of education. The ability to generate income from outside normal educational funding streams, allows the Trustees and the Executive team to consider wider opportunities which may have sat beyond the parameters of a multi-academy trust, giving greater scope to invest more into its income generating activities, with the scope to deliver even greater outcomes for children and young people. The values embedded within UE are built upon the foundations of the values within the trust and complement the ethos of "making remarkable change happen." UE has remitted over £0.5m back into Unity Schools Partnership schools through the development of a tutoring brand, the on-going curriculum development work and consultancy. By working with Unity Schools Partnership, you may have the opportunity to work on a commission basis beyond a standard career in education and develop some ideas of your own.

LEADERSHIP STAFF JOB DESCRIPTION

ROLE TITLE	Headteacher
CONTRACTED HOURS	Full time / year-round
LOCATION	Sir Peter Hall School, Bury St Edmunds
GRADE / SCALE POINT – SALARY	Leadership range L25 - L31
REPORTING TO	Director of SEND / Local Governing Body / Trust CEO

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2026 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

JOB PURPOSE

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's Senior Leadership Team, through a range of Leadership strategies, and ensure the school is judged no less than 'Good' at inspection in the school's third year of operation.

KEY TASKS AND RESPONSIBILITIES

STRATEGIC DEVELOPMENT

1. Challenge the reasons behind educational under-achievement for some children, inspire children to reach their full potential and bring partner organisations together to support them to do so;
2. Establish and develop the school as a centre of educational excellence and success, developing partnerships with pupils, parents, the local communities and other schools across the Trust and beyond;
3. Manage the organisational and educational change necessary to achieve and sustain success;
4. Continuously develop the physical environment and facilities of the school to provide a positive, welcoming and safe environment for learning;
5. Take overall management responsibility for all resources - administration (including finance administration), maintenance, catering and cleaning;
6. Report regularly as required to relevant committees of the governing body and undertake all responsibilities detailed in the governing bodies' schedules of delegation;
7. Actively participate as a member of the Trust's Senior Leadership Team to the development of the Trust as a whole.
8. Implement and monitor the operation of policies and procedures to successfully deliver the school's strategic development;
9. Implement and maintain the school's improvement plan and self-evaluation procedures;
10. Develop and implement a clear and progressive staffing strategy;
11. Instil a culture of common accountability in all staff for pupil performance and attainment;
12. Ensure all statutory requirements are met.

TEACHING AND LEARNING

1. Advocate and develop innovative ways of teaching and learning to meet the needs of pupils of all abilities through the continuing development of a broad, balanced and stimulating curriculum;
2. Provide a sound foundation for pupils' learning and monitor progress carefully;
3. Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief;
4. Encourage and promote the creative use of ICT to support teaching and learning;
5. Recognise and celebrate the distinctive nature of the school by encouraging a wide range of extra-curricular trips and activities and ensuring that traditions are respected;
6. Provide a safe and healthy environment in which pupils' wellbeing and welfare can be nurtured;
7. Foster a lively and welcoming ambience in which high standards of behaviour encourage learning and social development;
8. Report each term on each school's educational performance to the governing body.

LEADING AND MANAGING STAFF

1. Take overall operational responsibility for the leadership, internal organisation, management and daily running of the school;
2. Liaise with the governors and oversee recruitment and selection of Teaching and Support staff to meet the short and longer term needs of the school and its pupils;
3. Maximise the contribution of all staff to improving the quality of education provided and standards achieved through development and effective implementation of staff policies, procedures and working practices;
4. Manage effectively the deployment, appraisal, performance and development of all staff;
5. Exercise the school's duty of care regarding staff welfare;
6. Promote, encourage and support initiative and team working, both within the school and more widely with other schools across the Trust.
7. Exercise an effective system of internal quality assurance in regards to all aspects of the schools operation
8. The schools headteacher will always be part of the safeguarding team. The headteacher must be capable and willing to act as the Designated safeguarding lead whenever necessary.

FINANCIAL MANAGEMENT

1. Work with the Trust's finance team to advise the Governing Body on the formulation of the annual budget in order to ensure that the school secures its objectives;
2. Plan, manage and monitor the curriculum within the agreed budget; setting appropriate priorities for expenditure, allocating funds and ensuring effective administration control.

SITE AND PREMISES MANAGEMENT

1. Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements;
2. Ensure that the allocation and use of accommodation/resources provides a positive learning environment that promotes the highest achievements during and after the transitional process.

COMMUNICATIONS AND PARTNERSHIPS

1. Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement;
2. Develop and sustain positive working partnerships with parents and carers;
3. Develop and encourage good relations between the school and the local community, and the school and the pre-school on-site;
4. Work effectively with all external agencies.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Headteacher will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Executive Director of Education SEND or a member of the Trust Executive Leadership Team which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	First degree / training certificate Recent professional development relevant to a senior leadership role in an educational setting.	NPQH or working towards.
Knowledge and Experience	<p>Teaching experience with pupils who have experienced trauma, extreme social disadvantage or challenges with their mental health, in mainstream or in specialist provisions.</p> <p>Working in partnership with colleagues from other agencies to support children with additional needs.</p> <p>A track record of working in partnership with parents and families.</p> <p>A proven track record in achieving the highest standards of attainment and progress for all groups of pupils</p> <p>Proven leadership and management experience and expertise at senior management level:</p> <ul style="list-style-type: none"> • Curriculum development for children with SEMH • Policy Development • School improvement planning • Performance management • Evidence of experience in key characteristics of leadership in education, including: • Making considered decisions and taking responsibility for the outcomes. • Delegating and sharing leadership within a framework of quality assurance.. • Encouraging, supporting and motivating people, including pupils and staff. • Challenging, influencing and motivating others to attain high goals. • Record of successfully implementing initiatives to raise standards • Experience of analysing and using school performance data. • Current knowledge of teaching technologies, their use, implementation and impact. • Experience of successfully engaging hard to reach families including those providing care arrangements. 	<p>Teaching experience with pupils who have SEMH.</p> <p>Successful leadership of strategic initiatives.</p> <p>Project planning including site, staffing etc.</p> <p>Relevant experience in more than one school.</p> <p>Successful and varied teaching experience throughout the relevant phases / key stages.</p> <p>Relevant financial experience.</p> <p>The ability to work at the head of, and in the midst of, a staff team.</p> <p>Experience of delivering parent/carer support activities and/or community projects</p> <p>Knowledge of relevant and recent quality practices in special school context HR/risk assessment/health and safety/IT safety.</p> <p>Knowledge and understanding of the intersection of need of vulnerable children and what to do about it. E.g. how to support SEMH pupils with autism</p>
Skills and Aptitudes	Awareness of T&L styles and assessment as pertinent to curriculum delivery for pupils aged 9-16 with a variety of SEMH from a variety of ethnic and socio-ethnic backgrounds.	Counselling and mediation skills.

	<p>Commitment to an educational provision of the highest quality.</p> <p>Evidence of commitment to lifelong learning.</p> <p>Ability to communicate effectively with a wide range of people.</p> <p>Good interpersonal skills.</p> <p>Ability to work under pressure and to time and targets.</p> <p>Ability to prioritise and delegate appropriately, but also knows when to accept support from others including colleagues and governors and when to provide challenge to others.</p> <p>Ability to develop and maintain good working relationships.</p> <p>A commitment to maintaining the school's current identity within the overall ethos and values of the Trust.</p> <p>Evidence of commitment to model the school's core values.</p> <p>Experience in delivering strategies which encourage parents and carers to support their children's learning.</p> <p>Evidence of commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</p> <p>Proven ability to think creatively and bring fresh ideas to a school that serves a wide and diverse population.</p>	
Other qualities	<p>Proven ability to deliver strategies which encourage parents and carers to support their children's learning.</p> <p>Commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</p>	

Designated Safeguarding Lead – job description

(appended to Headteacher's job description)

The Designated Safeguarding Lead (DSL) should be an appropriate senior member of staff, from the school leadership team. The DSL should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The DSL should have the appropriate status and authority within the school to carry out the duties of the post. The role of the DSL carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Any deputy DSLs should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and/or other such media is acceptable. It is a matter for individual schools and the DSL, to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The DSL is expected to refer cases:

- of suspected abuse to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult;
- as required, liaise with the "case manager" (as per Part four of Keeping Children Safe in Education) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, SENCOs (Special Educational Needs Coordinators) and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these

issues might be having on children's attendance, engagement and achievement at school. This includes:

- ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE (Keeping Children Safe in Education).

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The DSL should:

- ensure each member of staff has access to, and understands, the trust's safeguarding policy and the school's child protection procedures, especially new and part-time staff;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and work with the trust and the local governing body regarding this;
- ensure the child protection procedures are available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Training, knowledge and skills

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL (and any deputies) should also undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to local authority children's social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, DSLs (and any deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.



How to apply

If you wish to discover more about this exciting opportunity, need any further information or to arrange a tour and an informal discussion, please contact Georgina Ellis, Executive Director of Education (SEND) on gellis@unitysp.co.uk or calling 07826 068941.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role of Headteacher.

Please visit unitysp-careers.co.uk to apply

Closing Date: 9.00am 22nd April 2024

Interview: 26th and 30th April 2024

The registered office is at Unity SP Offices, Park Road, Haverhill, Suffolk, CB9 7YD